

Tracking Results of MCC Investments in Education*

Indicator Type	Construction & Institutional Strengthening (Months 0-36)	Improved access, quality, and relevance (Months 12-48)	Expected outcomes (Months 12-60)	Expected objectives† (Months 48+)
	Process	Output	Outcome	Objective
Progress Indicators	1. Value of signed contracts (\$US) for MCC-supported educational facility construction / rehabilitation and/or equipping 2. Percent of contracted construction / rehabilitation / and/or equipping works for educational facilities disbursed 3. Legal, financial, and/or policy reforms adopted	4. Educational facilities constructed / rehabilitated and / or equipped through MCC-supported activities 5. Number of instructors trained or certified through MCC-supported activities	6. Number of students (any educational level) participating in MCC-supported education activities 7. Additional primary / secondary / tertiary school female students enrolled in MCC-supported educational facilities	8. Primary / secondary / tertiary / vocational school graduates in MCC-supported educational facilities 9. Employed graduates of MCC-supported training programs
Totals	\$138.9 M in signed construction contracts, 73.4% disbursed†, 6 reforms	830 facilities, 1,545 instructors	275,040 students participating, 33,381 additional female students	33,026 graduates, 176 employed graduates
Currently Implementing and closed	Burkina Faso (\$22.5 M, 95%) El Salvador (\$10.2 M, 100%) Ghana (\$18.7 M, 100%) Mongolia (\$24.0 M, 99%, 5 reforms) Morocco (\$4.2 M, 31%, 1 reform) Namibia (\$59.3 M, 45%)	Burkina Faso (390 facilities, 557 instructors) El Salvador (22 facilities, 377 instructors) Ghana (250 facilities) Mongolia (15 facilities) Morocco (130 facilities, 611 instructors) Namibia (23 facilities)	Burkina Faso (35,909 students, 10,224 additional females) El Salvador (30,632 students, 2,249 additional females) Ghana (41,019 students, 2,166 additional females) Mongolia (78,545 students) Morocco (88,579 students, 18,742 additional females) Namibia (356 students)	Burkina Faso (4,035 graduates) Mongolia (25,841 graduates, 176 employed graduates) Morocco (3,071 graduates) Namibia (79 graduates)
Pending Implementation				

*All program data as December 10, 2012. Data are preliminary and subject to adjustment. Indicators in this Results Framework may be added, removed, or modified as MCC's investments in education evolve over time. † All MCC education programs have as their long-term end goal an increase in individual or household income and a corresponding decrease in poverty. ‡ All financial information is of September 2012.

Understanding Education Progress Indicators

MCC currently has six (6) Compacts in implementation with education investments (excluding in-service, sector-specific training such as farmer field schools)* totaling over US\$260 million. Investments in human capital through education and training are widely recognized as **critical for improving productivity and economic growth and reducing unemployment and poverty**. A well-educated citizenry also contributes to a country's freedom and stability, and the skills and learning of its workforce is a nation's most enduring and competitive asset.

1. Value of signed contracts for MCC-supported construction / rehabilitation / equipping: Value of signed contracts, in US Dollars, for educational facility construction or rehabilitation and/or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, girls latrines, etc.).

2. Percent of contracted construction / rehabilitation / equipping works disbursed : Amount of signed educational facility construction, rehabilitation, and equipping works contracts disbursed divided by total of all educational facility construction / rehabilitation/ and/or equipping contracts awarded.

3. Legal, financial, and / or policy reforms adopted: Number of reforms adopted by the public sector as defined in the Compact, Disbursement Agreement, or Program Implementation Agreement (PIA) that increase the education sector's capacity to improve access, quality, and /or relevance of education at any level, from primary to tertiary / vocational.

4. Educational facilities constructed / rehabilitated and / or equipped through MCC-supported activities: Number of unique facilities constructed, rehabilitated, and / or equipped and as a result made fully functional according to standards stipulated in MCA activity definitions.

5. Number of instructors trained or certified through MCC-supported activities: Total number of unique classroom instructors who complete MCC-supported training and/or certification requirements focused on instructional quality as defined by the Compact training activity (e.g. training in improved pedagogical methods, delivering revised curricula, etc.)

6. Number of students (any educational level) participating in MCC-supported education activities: Cumulative number of unique students enrolled or participating in MCC-supported educational programs.

7. Additional primary / secondary / tertiary school female students enrolled in MCC-supported educational facilities: Additional female students enrolled by relevant target education level/grade in MCC-supported educational facilities.



8. Primary / secondary / tertiary / vocational school graduates in MCC-supported educational facilities: For MCC-supported educational facilities, expressed as the number of students graduating from the highest grade (year) for that educational level.

9. Employed graduates of MCC-supported training programs: Number of MCC-supported training program graduates employed in their field of study – as defined in the Compact's M&E Plan – within one year after graduation.



*MCC's education investments to date are most closely aligned with OECD Credit Reporting System Codes 11110, 11120, 11130, 11220, 11230, 11330, and 11420.